Guide to Test Report Interpretation



TCAP Achievement Test and Modified Academic Achievement Standards (MAAS) Assessment

Grades 3 - 8

Spring 2013 - Form D





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Introduction

This document was prepared to help educators understand the Tennessee Comprehensive Program (TCAP) Achievement Test results, and it may be helpful when making important decisions regarding instructional needs for classes and individual students.

Each spring, Tennessee students in grades 3-8 take a timed, multiple-choice achievement test as part of the TCAP. The TCAP Achievement Test is a criterion-referenced test that has fresh, non-redundant test items and is customized yearly to measure academic skills and knowledge in Reading/Language Arts, Mathematics, Science, and Social Studies.

Criterion-referenced tests measure a student's performance against specific content standards or criteria, rather than compare the performance of test takers. Curriculum standards, as defined by the State of Tennessee, provide expectations for student accomplishment. From these expectations, performance indicators were written to describe how the expectations would be measured. On the TCAP Achievement Test, each test item is directly linked to a performance indicator. Performance indicators are clustered into reporting categories for the reports described in this document.

The Spring 2013 Achievement Tests were aligned with new curriculum standards for Reading/Language Arts, Mathematics, and Science. The Social Studies curriculum standards were not revised. For additional information on the Tennessee curriculum and what the student should be learning at his or her grade level, visit the Division of Curriculum and Instruction website at http://state.tn.us/education/curriculum.shtml.

Three different types of tests make up the TCAP Achievement Program: (1) the Achievement (ACH) Test, (2) the Modified Academic Achievement Standards (MAAS) Assessment, and (3) the English Linguistically Simplified Assessment (ELSA).

- 1. The ACH is the general assessment for grades 3-8.
- 2. The MAAS Assessment is a more appropriate assessment for some special education students. An IEP team determines if a student is eligible based on criteria given by the state. The MAAS is challenging for eligible students whose disability has prevented them from attaining grade-level proficiency. The MAAS is based on grade-level content standards and is different from the ACH Test in the following ways:
 - Shorter test with three answer choices
 - Shorter reading passages
 - Simplified language

- Print styles simplified
- Charts, graphs, and tables simplified
- Fewer passages or items on each page
- 3. The ELSA is given to students who are eligible to receive English as a Second Language (ESL) services. The language for ELSA test items was simplified to help measure the intended knowledge or skill. The knowledge or skill being assessed was not simplified. ELSA items may have been simplified in one or more of the following ways:
 - Wordiness decreased
 - Common words and simplest verb forms used
 - Words with multiple meanings avoided

- Concrete words used
- Sentence structure simplified
- Context simplified

A variety of TCAP Achievement reports are available to educators via PearsonAccess. PearsonAccess is a secure website that requires a login and password. The chart below shows the report name, the target audience, and the distribution (e.g., teacher, school, system). The Achievement Test reports are posted on PearsonAccess at http://www.pearsonaccess.com/cs/Satellite?pagename=Pearson/QuickLink/tn.

Report	Distribution	Print	PDF/Print on Demand
Individual Profile Report (IPR)	Student/Parent	•	•
Student Label	School	•	٠
Class Report	School		•
Achievement Level Summary Report	School System		٠
Reporting Category Performance Report	School System		٠
Disaggregation Summary Report	School System		٠

The Tennessee Department of Education has taken precautions to maintain security around test data. A paper copy of the IPR is provided for the students and parents/guardians as usual, but all other reports will be posted only to PearsonAccess in PDF format for download by schools and systems. If you have questions about gaining access to the TCAP Achievement Test reports discussed in this document, contact the testing coordinator for the school or system.

Additional information pertaining to the TCAP Achievement Test Program is located at http://www.state.tn.us/education/assessment/achievement.shtml.

If, after reading this guide, you have further questions about TCAP Achievement Program, please contact:

TCAP Achievement Assessment Program
Assessment Logistics
10th Floor Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
Telephone: (615) 741-0720

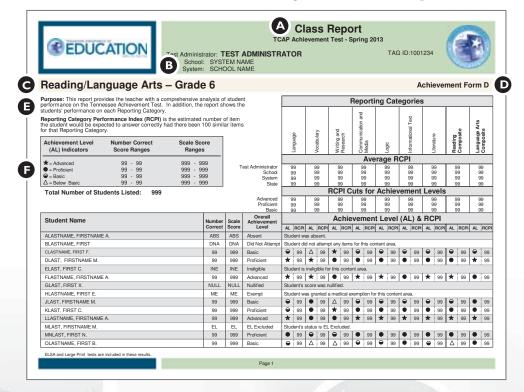
Email TCAP Achievement Test questions: tned.assessment@tn.gov

Features Included On All Reports

- A Displays the name of the report appearing in this area.
- **B** Features the teacher name, school name, and/or system name.
- Shows the content area and grade level being reported.
- Indicates the type of test that was taken (e.g., ACH, MAAS, ELSA) and test form.
- Provides a purpose statement and the reason for the report.
- Gives a graphical representation of how students performed in each reporting category. Because the curricula for English Language Arts, Mathematics, and Science were revised, the Achievement Level Indicators were also revised.
 - ★ Advanced Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are significantly prepared for the next level of study.
 - Proficient Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are prepared for the next level of study.
 - Basic Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are minimally prepared for the next level of study.
 - Δ Below Basic Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are not prepared for the next level of study.

The Achievement Level Indicators are slightly different for Social Studies because Social Studies curriculum was not revised

- ★ Advanced Demonstrates an understanding of the application of complex concepts and skills of the content area.
- Proficient Demonstrates general understanding of the essential concepts and skills of the content area.
- O Below Proficient Demonstrates a lack of understanding of the essential concepts and skills of the content area.



Individual Profile Report (IPR)

The Individual Profile Report (IPR) is intended primarily for students and parents. The IPR provides information regarding a student's overall performance on the content area and in each reporting category. Reporting Category Performance Index (RCPI) results can be used to help identify areas of student strengths and needs in each reporting category. This report provides important information that can be used for instructional planning specific to the student, and it also provides a point of reference for the teacher during a parent-teacher conference.

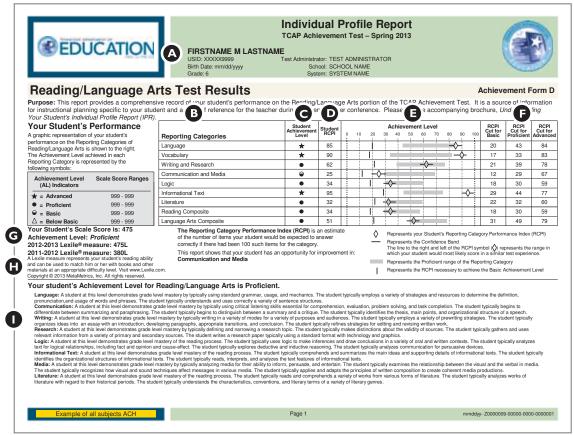
- A States the student's name and identifying information.
- **B** Lists the reporting categories, which identify areas of student strengths and needs across different content areas of the test.
- **6** Symbolizes the student's Achievement Level in each reporting category.
- Features the student's RCPI for each reporting category. The RCPI is an estimate of the number of items the student would be expected to answer correctly if there had been 100 such items for that category.
- Displays a bar graph which represents how the student performed in each reporting category based on the RCPI. The graph allows you to see how close the student's score was to the next higher or lower performance level.

The diamond (\Diamond) symbolizes the student's RCPI.

The bar () indicates the proficient range of the reporting category.

The line to the right and left of the student RCPI symbol (—) represents the range where the student would most likely score in a similar test experience.

- **6** Shows minimum RCPIs for Achievement Levels (cut scores shown are for display only).
- **G** Gives the student's scale score and overall Achievement Level for the test.
- A Lexile measure represents your student's reading ability and can be used to match him or her with books and materials at an appropriate difficulty level. The Lexile measure is for Reading/Language Arts for grade 3-8.
- Provides information about knowledge and skills associated with the Achievement Levels.



Student Label

This label is provided for the school to attach to each student's permanent record file.

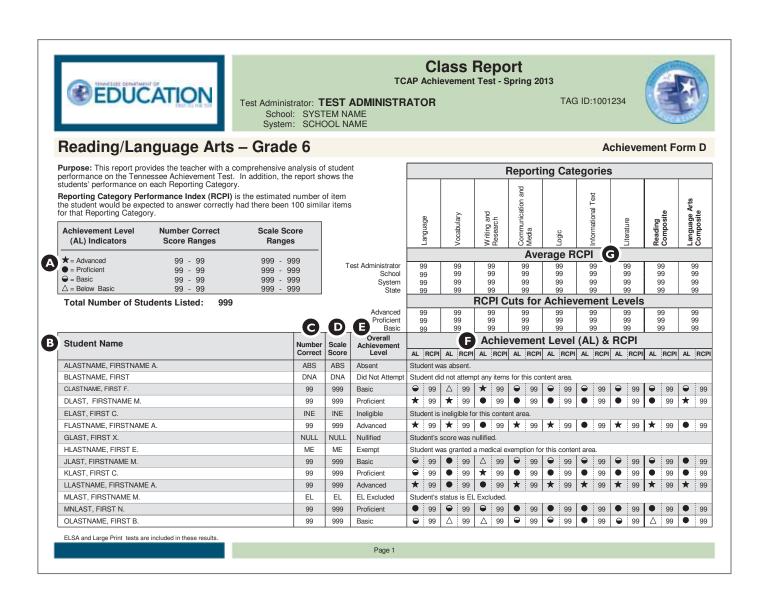
- A States the student's name and identifying information.
- **B** Indicates the school year and test form.
- **G** Gives the system and school name.
- Provides the scale score and Achievement Level for each content area.
- **©** Features minimum scale scores for Achievement Levels.

LASTNAME, FIRSTNAME M. Grade: 6			SCHOOL NAME SYSTEM NAME	IPRs 1-4	
A USID: XXXXX9999		READ/LANG ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
Birth Date: mm/dd/yyyy	Student's Scale Score	475	503	210	254
	Achievement Level	Proficient	Proficient	Proficient	Proficient
	Scale Score for Advanced	999	999	999	999
School Year: 2012-2013	Scale Score for Proficient	999	999	999	999
B ACHIEVEMENT FORM D	Scale Score for Basic	999	999	999	Not Applicable

Class Report

The Class Report provides the teacher with a comprehensive analysis of student performance on the TCAP Achievement Test. In addition, the report show the student's performance in each reporting category.

- A Outlines the number correct and scale scores for each Achievement Level.
- **B** Lists the names of the students in the class.
- © Displays the number correct for each student.
- Shows the scale score for each student.
- Provides the overall Achievement Level for the content area for each student.
- Features Achievement Level and RCPI for each reporting category for each student. The RCPI is the estimated number of items a student would be expected to answer correctly had there been 100 similar items for that reporting category.
- **G** Gives the average RCPI for each reporting category for the teacher, school, system, and state. The RCPI required to reach the Achievement Levels is also given.



School Achievement Level Summary Report

The School Achievement Level Summary Report provides administrators with a comprehensive analysis of student performance on the TCAP Achievement Test. Results are shown for Reading/Language Arts, Mathematics, Science, and Social Studies.

- A Gives the Achievement Level descriptors for Reading/Language Arts, Mathematics, and Science.
- **B** Gives the Achievement Level descriptors for Social Studies.
- Provides information on the percentage of students that fall into each Achievement Level for Reading/Language Arts.
- Provides information on the percentage of students that fall into each Achievement Level for Mathematics.
- Provides information on the percentage of students that fall into each Achievement Level for Science.
- Provides information on the percentage of students that fall into each Achievement Level for Social Studies.



A

(C)

School Achievement Level Summary Report TCAP Achievement Test - Spring 2013



School: SCHOOL NAME System: SYSTEM NAME

All Content Areas – Grade 7

Achievement Form D

Purpose: This report provides the administrators with a comprehensive analysis of student performance on the TCAP Test Results are shown for Reading/Language Arts, Mathematics, Science, and Social Studies for Grade 7. DEADING/LANGUAGE ARTS MATHEMATICS AND SCIENCE

TEADING/EARGOAGE ATTS, MATTEMATICS, AND SCIENCE	
Achievement Levels and Descriptor	
Advanced: Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings	
that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.	
Proficient: Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that	
reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	
Basic: Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that	
reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	
Below Basic: Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of	
understandings that reflect the lunguisday and civile enecified by the grade/equipe level content standards and are not present for the part lavel of study	

SOCIAL STUDIES В Achievement Levels and Descriptor Advanced: Student demonstrates application of complex concepts and skills of the content area.

Proficient: Student demonstrates general understanding of the essential concepts and skills of the content area. Below Proficient: Student demonstrates a lack of understanding of the essential concepts and skills of the content area.

READING/	LANG	UAGE	AR	TS									SCHOOL	TOTALS
EL Excl = 99,999	ABS =	99,999	DN	A = 99	9,999		INE =	99,99	9	ME	= 99,	999	NULL	= 99,999
	School	School											System	State
Total Tested	99,999												99,999	99,999
Students with														
No Score*	99,999												99,999	99,999
Achievement Levels	Number Tested	Percent C	10	20	30	40	50	60	70	80	90	100	Percent	Percent
Advanced	99,999	999%											999%	999%
Proficient	99,999	999%	÷	÷	-	÷	÷						999%	999%
Basic	99,999	999%											999%	999%
Below Basic	99,999	999%	_										999%	999%

MATHEMA	TICS												SCHOOL	TOTALS
	ABS:	= 99,999	DN.	A = 99,9	999	IN	E = 99	,999		ME	= 99,	999	NULL	= 99,999
	School	School	ļ										System	State
Total Tested	99,999												99,999	99,999
Students with														
No Score*	99,999												99,999	99,999
Achievement	Number													
Levels	Tested	Percent (0 10	20	30	40	50 6	. 0	70	80	90	100	Percent	Percent
Advanced		999%	-										999%	999%
Proficient		999%	-	-	-	•		i					999%	999%
Basic		999%											999%	999%
Below Basic	1	999%		1					1				999%	999%

SCIENCE													SCHOOL	TOTALS
	ABS 9	99,999	DNA	99,9	99		INE =	99,99	9	ME	= 99,9	99	NULL	= 99,999
	School	School											System	State
Total Tested	99,999												99,999	99,999
Students with														
No Score*	99,999												99,999	99,999
Achievement	Number													
Levels	Tested	Percent () 10	20	30	40	50	60	70	80	90	100	Percent	Percent
Advanced	99,999	999%	-										999%	999%
Proficient	99,999	999%	-		-	÷	-						999%	999%
Basic	99,999	999%											999%	999%
Below Basic	99,999	999%	_										999%	999%

ABS:	= 99,999	DNA	A = 99,	999		INE =	99,999	•	ME	= 99,	999	NULL	= 99,999
School	School											System	State
99,999												99,999	99,999
99,999												99,999	99,999
Number Tested	Percent () 10	20	30	40	50	60	70	80	90	100	Percent	Percent
99.999	999%											999%	999%
99.999	999%			- 1	- 1	-						999%	999%
99,999	999%											999%	999%
	99,999 Number Tested 99,999 99,999	School School 99,999	School School 99,999 99,999 999%	School School 99,999 9	School School 99,999	School School 99,999	School School 99,999	School 99,999 9	School 99,999 9	School School 99,999 9	School School 99,999 9	School School 99,999 9	School School 99,999 9

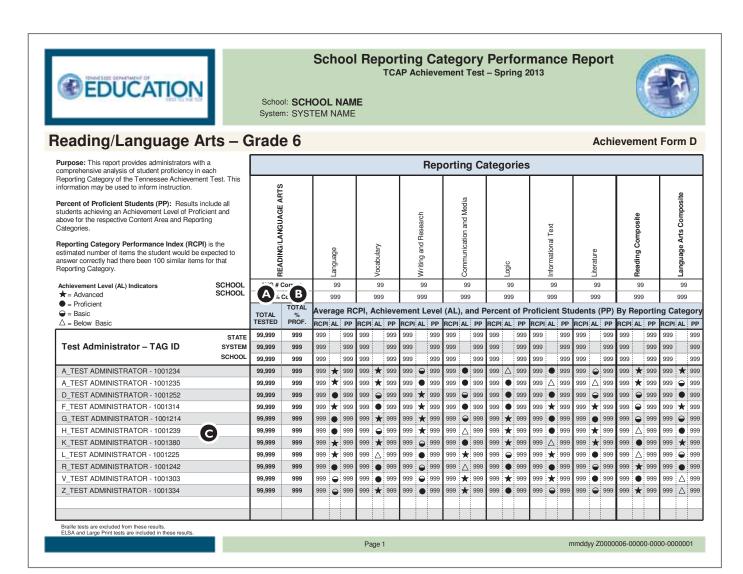
*Students with No Score is the sum of students counted as Absent (ABS), Did Not Attempt (DNA), Ineligible (INE), Medically Exempt (ME), Nullified (NULL), or EL Excluded (for Reading/Language Arts only). ELSA, Braille (Form B), and Large Print tests are included in these results

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School Reporting Category Performance Report

The School Reporting Category Performance Report provides administrators with a comprehensive analysis of student proficiency in each reporting category and the average performance by reporting category of the TCAP Achievement Test. The results may be used to analyze curriculum strengths and areas of need.

- A Gives the total number of students tested at the state, system, school, and class levels.
- B Shows the total percent of students that were proficient and above at the state, system, school, and class levels.
- © Provides the average RCPI and the Percent Proficient (PP) for each reporting category for each class. The Achievement Level symbol is displayed for each reporting category per class.



School Disaggregation Summary Report

The Disaggregation Summary Report displays the number and percent proficient by reporting category for the selected subgroups.

- A Displays the subgroups that are included in this report.
- **B** Shows the number of students tested in each subgroup.
- **©** Gives the number and percent of students for the subgroups listed that achieved proficiency.
- Provides the number and percent proficient in each reporting category.
- **E** Lists median scale score, lowest scale score, and highest scale score for each subgroup.



School Disaggregation Summary Report

TCAP Achievement Test - Spring 2013

School: SCHOOL NAME System: SYSTEM NAME



Reading/Language Arts - Grade 6

Achievement Form D

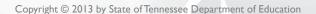
Purpose: This report describes group achievement for selected	B	Numbe	r and			D۱	lum	ber aı	nd I	Percei	nt P	roficie	ent	by Re	por	ting C	ate	gory					Score	e Rar
reporting populations. Student Population/ Subgroup	Number of Students Tested ¹	Percei Stude Achie Proficie	ents ving	Langua	ige	Vocabu	lary	Writin and Resear	-	Communi and Medi		Logic	•	Informati Text		Literatu	ıre	Readii Compo	-	Langua Arts Compo		"	Conten Low: 9! High: 9	99
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	М	L	ı
Total Tested	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	9
504 Service Plan																								
With Accommodations	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	9
Without Accommodations	6	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
TOTAL 504 Service Plan	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	
Special Education																								
With Accommodations	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	T
Without Accommodations	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	
TOTAL Special Education	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	1
Modified Format																								
Braille	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	
Large Print	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	T
ELSA	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	
ESL Services																								
EL with Accommodations	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	T
EL without Accommodations	8	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
TOTAL EL	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	
T1	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	ı
T2	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	ī
TOTAL T1 & T2	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	Ī
																								1
continued on next page																								T

Results include all students with valid scores on the TCAP Achievement Test, including Braille (Form B), Large Print, and ELSA Results include all students achieving an overall Achievement Level of Proficient and above for the Content Area.
"There are fewer than 10 students with valid scores in this Student Population/Subgroup.
= Percent of Advanced and Proficient Students in each Reporting Category.

M = Median Scale Score L = Lowest Obtained Scale Score H = Highest Obtained Scale Score

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Guide to Test Report Interpretation

TCAP Achievement Test and Modified Academic Achievement Standards (MAAS) Assessment Grades 3 - 8

Spring 2013 - Form D

